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ABSTRACT

These knowledge/skill maps are intended to assist individuals responsible for developing training courses for probation officers. Maps are provided for the following task areas: processing juveniles taken into custody (dependents, status offenders, and delinquents); juvenile intake and processing; adult or juvenile investigation; procedures for making recommendations for disposition of cases; methods of establishing a supervising relationship with a new probationer; procedures for setting up collection of restitution, fines, and other payments; methods of monitoring compliance of adults/juveniles with the terms of their probation (or wardship/dependency); referrals to providers of medical, mental health, social service, education, employment, and other services; techniques related to informing, assisting, advising, and counseling; court-related duties; and techniques for establishing and maintaining relationships with referral and placement resources. Each knowledge/skill map consists of cross-referenced lists of values, prerequisites, aids and resources, rules and concepts, and procedural steps. (MN)

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STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

ED302711

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BOARD OF CORRECTIONS



**KNOWLEDGE/SKILL
MAPS**

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INTRODUCTION

Gilbert's (1978) "knowledge and skill mapping" process was used in the workshops to generate the training needs analysis information needed for training design. For each core job task (i.e., commonly performed by incumbents across the state), subject matter experts were asked to address the following questions:

1. What are the subtasks or steps which underlie this core task? Is there a definite sequence in which these subtasks or steps are performed?
2. What rules, concepts, or principles are used by those who do this task particularly well?
3. What resources or aids are available to the performer as he/she performs this task?
4. What knowledges, skills and abilities (KSAs) must the performer bring to this task? That is, what are the prerequisite KSAs?
5. What is the value of this task? What are the consequences of effective or ineffective performance?

The data collected resulted in a knowledge and skill "map" for each core job task. Each map consists of all the knowledges and skills - generated by asking questions listed above - necessary for successful performance of a given core task. Each of the questions listed above surfaces a different type of capability which, if lacking, could result in poor performance. To the extent that incumbents are not expected to have such knowledges or skills when hired, these capabilities represent training needs.

These maps are contained in this document.

For readers who review the knowledge and skill maps, two points of clarification are necessary. First, some core tasks identified in the earlier Job Analysis Phase of the Standards Project were combined by the subject matter experts because such tasks were actually steps directed toward the same objective.

Second, the knowledge and skill maps for some core tasks do not contain information for each of the five types of knowledges or skills (i.e., some columns may have no entries). This is because the subject matter experts agreed that knowledges or skills of that type are not needed to meet minimum performance standards.

1.0 PROCESSING JUVENILES TAKEN INTO CUSTODY
(DEPENDENTS, STATUS OFFENDERS, AND DELINQUENTS)

1.1 (1,2) Review police report and discuss circumstances with the arresting officer.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Acceptance of erroneous codes may lead to missed filing deadlines, detention in wrong facility or agency, legal liability *Failure to construct a valid, comprehensive view of case may result in poor decision regarding detention or release which may create a risk to the community and/or to the juvenile	*Ability to locate, read and identify in codes, case law, and judicial rules: -Elements of common crimes -Context of common crimes *Ability to discriminate misdemeanors from felonies *Familiarity with the format and content of police report (AS)* *Knowledge of stereotypes and prejudices that can prevent obtaining accurate information on the case	*Annotated codes and judicial rules *Police Report	*Case facts in police report must be consistent with elements of crime (charge) presented in the relevant code (e.g., Penal Code) *Key information to obtain: -Indicators of juvenile's emotional stability (e.g., signs of remorse/conscience, family history of emotional problems, previous or present involvement in therapy) -Signs of child abuse -Indicators of substance and/or alcohol abuse -Parental reaction/response -Likelihood to flee -Degree to which evidence substantiates the arrest -Did officer bring in minor because of "attitude"?	1. Determine filing deadlines 2. Identify charge in police report 3. Compare charge to facts as presented in police report 4. Ask officer for additional information, clarification, and his/her opinion regarding case 5. Request follow-up report to fill in gaps 6. Document all contacts on case.

*Agency specific

1.2 (10) Decide whether to hold in appropriate facility or release juvenile (300, 601, or 602)

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Poor decision may endanger community and/or juvenile *Legal liability if decision is unfounded (i.e., illegal detention) *Detention in inappropriate facility	*Knowledge of and ability to apply 300, 601, 602, and 628 W & I to facts of case *Ability to apply Juvenile Court Rule 1327 *Knowledge of departmental policy and relevance to given case *Knowledge of WI206, 207 re: segregation of offenders *Knowledge of WI626, 628	*Police report *Other records (e.g., probation file, school) *Annotated WI Code *All case documents *Reverse telephone directory	*Key factors in decision: -Nature/seriousness of the offense -Stability of and support from home -Pattern of offenses -School, home, community behavior -Community reaction to the offense -Juveniles' relationship to victim (if any) -Physical and psychological vulnerability of the juvenile -History of dependency (WI300) and delinquent acts -Prior failures to appear, violation of court order	1. Refer to 628 W & I and J.C.R. 1327 and determine if case facts fit detention or release requirements. 2. Check Juvenile Court Rules and departmental policy regarding detention or release decision (AS) 3. From past record, make prognosis re: behavior if released 4. Record facts and rationale for decision in concise, thorough form. 5. Refer, release, request petition (i.e., take action)

2.0 JUVENILE INTAKE AND PROCESSING

- 2.1 (27) Decide whether to (1) Close the case; (2) release the juvenile on promise to appear in court; (3) handle informally; or (4) detain

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Poor decision can result in: -Legal liability -Risk to community and/or minor if other than detention is decided (e.g., escape) -Negative impact on PO performance appraisal -Inappropriate supervision/treatment of minor -Overcrowding of facilities -Strong emotional impact on the juvenile and family	*Knowledge of and ability to apply relevant code sections to the facts of a given case *Knowledge of juvenile court rules regarding this decision and ability to apply to facts of a given case *Knowledge of District Attorney's filing policy for case of this type *Ability to recognize the sufficiency of evidence in a given case for a given charge *Ability to forecast outcomes of different decisions given a large body of facts and policies relevant to a given case	*Notes and records on case *Annotated codes *Juvenile Court Rules *Department Policy/Procedures Manual (AS) *District Attorney's filing policy (AS) *Supervisor and co-workers	*Primary consideration is given to the following factors in making this decision: -Severity of offense and risk to community -Likely juvenile response (behavior to decision) -Community response (e.g., victim, victim's family, immediate neighbors) -Juvenile Court Rules and Department Policy regarding the decision -Sufficiency of evidence given the charge -Interest of justice (i.e., District Attorney's filing policy) -Satisfaction of W&I Code criteria (628 W&I)	1. Gather and review all records and information on the case 2. Weigh factors shown in "rules and concept column" 3. Make decision and write concise, logical rationale for the decision

2.2 (31) Inform juvenile and parent of date of detention hearing

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.Mandated by W&I Code Sections 630, 632-641, 660	*Knowledge of and ability to explain the purpose of the detention hearing and possible results of that hearing *Knowledge of the case and basis for detention recommendation W&I Code relating to case. *Verbal communication and interpersonal skills .Ability to count hours for determining hearing time frame. .Knowledge of methods for locating and scheduling attendance by parent: -How to contact parent without phone (e.g. teletype, police, field deputies) -Trailing techniques, substitute parent attendance, advise court of delayed parent & ETA.	.W&I Code time frames for hearings. .Court calendar (AS) .Court CTEFR (AS) .Department policy/procedures Manual (AS)	.Problems in getting parents to attend: -don't want to take time off work -don't want to spend "mord" time in court -sickness -unknown whereabouts -court holidays -false information given .Parental presence is expected but court will proceed without them. .If parent refuses to pick up minor, file supplemental petition to advise court and request action. .Parents can be angry and resistant, or helpless and distraught.	1. Contact ward/minor 2. Contact parent or guardian 3. Explain and summarize nature of the charges 4. Give date for detention hearing 5. Record any further pertinent information 6. Where necessary, utilize other resources to contact parent or guardian

- 2.3 (34) At detention hearing, present recommendation to detain or release juvenile and recommendation as to how case should be handled

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.Provides court with information necessary to making an appropriate decision. .Poor information or presentation may lead to an illegal or inappropriate detention or release	.Knowledge of: -W&I Code, Penal Code -Courtroom demeanor -Detention criteria -Juvenile court rules re: detention hearings. .Knowledge of case facts .Professional appearance .Ability to clearly and concisely explain case, facts, options, recommendations, and basis for recommendations. .Ability to listen to and respond to questions from the court, attorneys, minor and parents .Knowledge of Juvenile Court Rules 1307, 1327	.W&I Code .Written reports containing recommendations and backup data (i.e., case file) .Written notes and outline for presentation to court. .Court policy/procedures list on detention requirements. .Form to record notes detailing court's specific order.	.Be aware of what this court emphasizes in presentation for the record and for decision-making purposes. .Rules of thumb: -Be brief -Be objective -Be accurate .Use language/terminology that is professional and acceptable to the legal community.	1. Review case file 2. Identify parties present in court and their relation to minor. 3. Summarize for the court facts of case 4. Describe minor's adjustment in custody thus far. 5. State recommendation for or against detention and the basis for that recommendation. 6. Respond to questions. 7. Document court instructions as required.

- 2.4 (36,141) *Prepare necessary paperwork for District Attorney to use in filing Juvenile Court petition in law violation cases
- *Report giving recommendation to detain or release juvenile and rationale for recommendation

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Required to process case .Provides DA with information beyond legal criteria on which to base decision to file/not file. .Report may be used by court for its decision re: case .Time frames are legally mandated and must be kept.	*Knowledge of case to this point *Knowledge of needed forms and materials (CS) *Writing skills *Information organizing skills *Knowledge of filing process .Knowledge of codes and evidence required to file. .Knowledge of detention criteria.	.Local checklists and guidelines (AS) .W&I Code re: filing of cases and detention criteria .Case file. .Application for petition (AS) .DA, supervisor, cc workers.	*Be aware that there is a fine line between providing too much or too little information. Guidance from a colleague or supervisor familiar with policies and preferences of local DA office can help a great deal .Assure legibility, clarity of photocopies, logic of reports. .Provide maximum time possible for DA analysis/action. .Previously prepared paperwork/reports can be a useful guide.	

- 2.5 (18) Check Juvenile Hall log and/or talk with Juvenile Hall staff to determine juvenile's attitude, conduct, and condition

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
* Juvenile Hall log and/or staff may be able to provide detailed information on the behavior, attitude, and condition of the juvenile under that placement * Information may aid in predicting future behavior of juvenile under alternative placements and thus in making placement decisions * Information may be required in court report (AS)	* Ability to locate information in Juvenile Hall log * Knowledge of how to obtain the Juvenile Hall log * Ability to communicate and maintain rapport with juvenile hall staff * Knowledge of WI389, 781, 828 and PC 1203.45 and other codes re: confidentiality * Knowledge of T.N.G. vs. Superior Court decision * Knowledge of Federal Register, Vol. 40, No. 127, Part IV, July 1975 * Knowledge of Juvenile Hall layout, detention procedures, policies, and schedules	* Contacts with Juvenile Hall staff established prior to case	* Key information to obtain: - Condition at time of booking (i.e., physical, psychological) - Peer/staff/group relationships - Delinquent or dependent attitude - Signs of substance abuse - Parental or "significant other" visits during detention - Progress in Juvenile Hall school - Statements minor may have made re: offense - Adjustment to pre-detention isolation	

2.6 (19) Check probation files for details of any prior contact a juvenile has had with Probation Department

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides information re: patterns of behavior/offense, family history and special concerns which may prompt further investigation, need for caution in or avoidance of certain subjects (e.g., adoptions, molestations) *Helps determine if current behavior/offense is a violation of a previous court order	*Knowledge of how to obtain probation files (AS) *Knowledge of content and format of probation file (AS) *Knowledge of C.O.R.I. with respect to information in probation file *Knowledge of laws re: confidentiality of juvenile records	*C.O.R.I. *Probation files *Contacts with other probation officers established prior to case	*Key information: -Behavior/offense patterns -Family history, demographics -Special problems -School record -Previous court orders, prior contact with department -Response to supervision -Health history -Evaluative and diagnostic comments by prior P.O. -Prior statements by minor and parents	

2.7 (26) Check juvenile's prior arrest record and/or police contacts

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides historical background for current offense *Provides history of minor's involvement with the law which establishes patterns of offense that will lead to court recommendations and setting of treatment or supervision goals and plans	*Knowledge of how to obtain (AS) *Ability to read and identify needed information *Knowledge of and ability to locate information regarding specific crimes in the relevant codes *Knowledge of WI Code re: confidentiality and ability to recognize implications for individual cases *Ability to read DMV and CII readouts	*Annotated codes *Police contacts established prior to case *Bureau of Criminal Statistics "Hierarchy of Crime" index *Local police and sheriff's department crime abbreviations and symbols (AS) *Teletype facilities *Lists of California and other states' juvenile courts, probation departments, and other agencies. *DMV, CII readouts *Department record-keeping system (AS)	*Key information to obtain from prior arrest record: -Number and types of crimes -Date of offense -Location of offense -Description of case -Names of companions and victims -History of violent crimes -Disposition/sentence	

2.8 (20,22)

- *Advise juvenile status offender (601) or law violator (602) of his/her constitutional rights or Miranda warnings, and ensure juvenile understands rights
- *Interview juvenile to obtain background information and information about the offense; record this information for the file

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Failure to advise juvenile of rights or Miranda warnings will: -Deprive individual of rights under constitution and statutory law (627.5 W & I) -Result in dropping of charges against juvenile or render evidence inadmissible *Aids in decision re: disposition by providing information on minor's knowledge, awareness, and insight re: his/her offense(s) and circumstances influencing behavior (e.g., home)	*Interviewing skills -Listening skills -Questioning techniques --leading questions --follow-up questions -Organization of interview *Note-taking skills *Knowledge of codes and ability to relate these to the facts of given case *Knowledge of and ability to explain the criminal justice process to the juvenile. This explanation may include: -Role of PO, -Next steps -Possible dispositions *Knowledge of departmental and court policy regarding case disposition	*Notes taken on case to this point *Annotated codes and judicial rules *Department and court policy statements or manuals (AS) *Interview form (AS)	*Information to obtain: -Juvenile's statement of his/her involvement in the offense -Juvenile's description of how he/she is getting along in major environments (e.g., home, school) -Short-range goals and "wishes" for disposition -His/her view of the cause of the difficulty and how it could be corrected -Co-responsibles -Motivation for offense -Statement as to level of commitment to change *Things to observe: -Silence, shyness, withdrawal -Cockiness, "tough guy" -Hyperemotionality, distress	*Procedures for advising juveniles of constitutional rights and Miranda warnings are specified by the law and taught in required course - P.C. 832 Arrest and Firearm Course and required by 627.5 W & I <u>Interview</u> 1. Review available case information 2. Identify information required or needed to make decision on recommendation 3. Advise of constitutional rights and Miranda warnings and ensure understanding 4. Conduct interview and take notes 5. Answer questions

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
			-Blaming and scapegoating -Denial and lying -Minimizes responsibility and involvement -Defiance, challenges authority -Agitation, nervousness, restlessness	

- 2.9 (23,24) *Interview parent or other adult associated with juvenile to obtain background information and information about the offense; record this information for the file
- *Advise minor and parents of right to counsel and process of obtaining a public defender or private attorney

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Failure to advise minor and parents deprives them of their legal rights (633 W & I) *Parents can be the primary source of information about problems in the family, neighborhood, or school contributing to juvenile behavior *Opportunity to assess parents' ability/willingness to control juvenile and/or assume responsibility for him/her	*Knowledge of minor's and parents' right to counsel and process for obtaining such *Knowledge of and ability to explain the criminal justice process to parent(s) *Interviewing skills *Note-taking skills *Knowledge of case facts and details obtained to this point *Knowledge of codes and judicial rules applying to the disposition of this case	*Notes and records on case to date *Annotated codes and judicial rules *Interview form (AS) *Department and/or Court Policy statements or Manuals (AS) *Supervisor and/or co-workers	*Things to ask or observe in interview: -Parents' attitude toward the minor and the offense -Parental responsibility and authority (e.g., acceptance or denial of problem) -Parents' view of offense and reason for minor's involvement -Parents' view of appropriate disposition and willingness to work on treatment process -Indicators of parental substance abuse -Subsistence level of family -Parents' ability to control and/or discipline juvenile -Siblings who are having problems also -Other agencies involved	1. Gather and review all available information on case 2. Arrange for interview with parent or adult 3. Plan interview to obtain needed information 4. Advise parent (adult) of right to counsel and explain process 5. Conduct interview and take notes 6. Answer questions

3.0 ADULT OR JUVENILE INVESTIGATION

3.1 (38) Determine filing deadlines and court appearance deadlines

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides basis for scheduling interviews and reviewing written record on case *Not meeting deadlines may result in risk to community and/or defendant if charges cannot be sustained .Missed deadlines will have negative effect on PO performance appraisal, perhaps disciplinary action. .Defendant is entitled to a speedy trial and any continuances must be cleared with the court.	*Ability to identify deadline dates in referral form and court order (AS) *Knowledge of typical typing delays and delays in obtaining necessary information/records through the mail (AS) .Organizational skills .Knowledge of ways to expedite receipt of information from outside sources.	*Court referral form *Court Order .County forms for information gathering (AS) .Court clerks (AS) .Supervisor .Court calendar (AS)	*Develop schedule for interviewing, obtaining information/records by mail, and turning in dictation for typing per the deadlines	1. Obtain all needed reports (e.g., DA, police) 2. Interview defendant. 3. Request information as needed from other agencies. 4. Interview others as required by case. 5. Fit steps 1-4 into format as outlined in court report.

3.2 (37,44,49) Conduct intake interview with adult who has pled or been found guilty of an offense

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Required by law *Provides information essential to making a recommendation regarding disposition to the court *Opportunity to obtain offender's perspective on the case *Opportunity to clarify and expand your understanding of the case	*One-on-one interviewing skills *Note-taking skill *Ability to read and obtain information from -Referral form -DA file including --Police report --Coroner's report --Crime lab report --Copy of complaint or grand jury indictment --DA's notes (particularly reason for plea) --CII/FBI rap sheets --DMV readout --medical and psychiatric reports --Probation file -Court order *Ability to explain the sentencing process, the PO's role	*Annotated Penal Code (including determinate sentencing, restitution, and probation sections) *Annotated Health & Safety Code *Annotated Vehicle Code *Interview form (AS) *Records (e.g., contents of DA file)	*Key information to obtain during interview: -Individual's statement (verbal, written, or both) on current offense -Individual's statement on his/her medical history *Probe for, observe and record: -Individual's reaction to facts of the case as obtained from other sources -Inconsistencies in the individual's account of the facts of the case or other relevant information (e.g., medical or prior arrest record) *Identify behavioral predictors of risk and need (see NIC assessment system as an example)	1. Gather and review all available information on case 2. Contact individual and arrange for interview 3. Follow interview form if available and take concise but thorough notes during interview 4. Verify information obtained from other sources 5. Ask for clarification and/or explanation to fill in gaps or deficiencies in your understanding of the case 6. Obtain releases for needed information (e.g., service, medical records)

3.2 (37,44,49) CONTINUED

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
	in that process, subsequent steps in that process, possible case dispositions (e.g., minimum, maximum sentence, county parole, work furlough, eligibility for probation) *Ability to recall and synthesize large amounts of information on the case *Knowledge of personality profile of various types of offenders		*Have information from other sources readily accessible	

3.3 (41) Interview juvenile/adult and co-defendants to get their description of the offense and background information

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Co-defendants can provide an additional perspective on case *Adult-Juvenile combination of co-defendant may create complications *Clarifies roles of each participant in the crime.	*Interviewing and note-taking skills *Knowledge of law pertaining to situations in which juvenile and adult are co-defendants	*Annotated codes *Interview form (AS) *Records (e.g., DA file)		1. Review available information on case 2. Determine value of interviewing co-defendants 3. Arrange to interview co-defendants 4. Explain purpose of interview 5. Obtain statement of offense from co-defendants 6. Ask questions to clarify, complete, or expand your understanding of the case 7. Take concise, but thorough notes during interview

3.4 (42,44) Interview members of juvenile/adult's family.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Family is primary source of information about home situation *Family may be an excellent source of historical information on the adult/juvenile *In case of juvenile, information on family will be central to placement decisions	*Interviewing skills *Ability to explain the criminal justice process to the family, particularly the next steps; roles of PO, attorneys, and court; and possible dispositions given nature of offense *Ability to read and interpret relevant codes and judicial rules *Ability to recall and explain facts of the case *Knowledge of C.O.R.I. and T.N.G. Decision and ability to recognize what can be revealed to whom in a particular case.	*Records (e.g., DA file) *Codes *Judicial rules *C.O.R.I. *County policy re: release of information,	Key information to obtain: *Family perspectives and attitudes toward the offense, defendant's behavior patterns, and attitudes *Historical information on defendant and family *Criminal history of family, particularly names, ages, and location of children *Relationship between parents *Observe family interaction patterns (e.g., conflictual, passive)	1. Review available case information 2. Arrange for meeting with appropriate family members 3. Plan questions for interview 4. Explain purpose of interview 5. Ask questions to verify, clarify, complete, or expand understanding of case 6. Take concise, but thorough notes 7. Answer questions family may have concerning case and its disposition 8. Obtain signatures as required (e.g., release of school records treatment authority)

3.5 (42,43,46,47,48) Interview relatives, neighbors, employers, school officials, character references, witnesses, previous treatment programs, persons in the criminal justice system, and others.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Important to verify the accuracy of records and statements from other sources *Variety of perspectives should result in a more valid and comprehensive view of the case	*Ability to read and interpret relevant codes and judicial rules *Interviewing and note-taking skills *Knowledge of C.O.R.I. and ability to recognize <u>what</u> can be revealed to <u>whom</u> in a given case *Knowledge of roles and motives of DA's office, defense attorneys, and PO relative to each other	*Records (e.g., DA file) *Codes *Judicial rules *C.O.R.I. *Community contacts established prior to case *Contacts in criminal justice system established prior to case *Contacts in law enforcement agencies established prior to case	*Key in these interviews is to have a clearly defined purpose which focuses the interview on the unique information or perspective that can be provided by each interviewee *Treatment programs, probation officers, and parole officers who have previous experience with the adult or juvenile can be particularly helpful in providing information on the previous success or adjustment under treatment or supervision	1. Gather together all case information 2. Determine what information should be verified and/or is needed to fully understand the case 3. Identify potential sources of verification or needed information and arrange interview 4. Explain purpose of interview 5. Conduct interview according to plan 6. Take notes and record name of interviewee, date, and proceedings in case log

3.6 (43,50) Interview victim(s).

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Required by law in many instances *Required information for making later recommendations, particularly restitutions or fines *Victim's perspective is clearly unique and valuable in building a valid, comprehensive view of the case	*Interviewing and note-taking skills *Knowledge of codes and judicial rules pertaining to the case *Knowledge of C.O.R.I. and ability to recognize what can be revealed to <u>whom</u> in given case *Ability to identify instances in which the victim must be notified /interviewed. *Ability to explain the criminal justice process and particularly, the role and rights of the victim in that process *Familiarity with Judicial Council Notification of Victim form (AS) *Knowledge of victim's assistance resources (AS)	*Annotated codes and judicial rules *C.O.R.I. *Records (e.g., DA file) *Judicial Council Notification of Victim form *Aid to victims programs (AS)	*Interviewer must know of the needs and sensitivities of victims of various crimes (e.g., rape) and conduct interview accordingly *Key information to obtain: -Victim's description of the offense -Victim's statement of loss or injury -Victim's recommendation on disposition of case *By law, interviewer must explain victim's right to appear in court *Arresting officer can be particularly helpful in locating victims	1. Determine whether victim should be interviewed 2. Contact victim and arrange for interview 3. Plan questions to ask 4. Explain purpose of interview, rights of victims, and present Judicial Council Notification of Victim form 5. Conduct interview and take notes 6. Answer victim's questions

3.7 (40,45) Send for records that must be obtained through the mail

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*If not sent for immediately records will not be available for use in making recommendation to the court .Information from these sources may be critical to making a good recommendation on case.	*Knowledge of what records must be obtained through the mail .Ability to use record keeping/filing system	*Information where to send for needed records .Organized system for keeping track of records and information	*Send for records immediately to avoid delay	1. Identify records that must be obtained through the mail 2. Write for records using appropriate forms (if required and/or available)

3.8 (39) Review Court Referral Form.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides basic facts of the case and judicial process	*Familiarity with Court Referral Form (AS) including its source, contents, and the obligations it places on the PO *Ability to locate, read, and interpret case-relevant sections of various Codes and Judicial Rules	*Annotated Codes and Judicial Rules	*Key information to identify: -Plea or conviction -Date of plea or conviction -Sentencing date -Court in which convicted and court of sentencing -Is adult or juvenile in or out of custody? If in, identify booking number	

3.9 (39) Review Police Report in DA File.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides detailed description of the offense *May provide an initial view of the adult or juvenile (i.e., behavior, attitudes, condition)	*Familiarity with Police Report (AS) format and content *Ability to locate, read, and interpret relevant sections of the various Codes and Judicial Rules *Knowledge of where and how to obtain police report (AS)	*Annotated Codes and Judicial Rules *Contacts in local law enforcement agency	*Key information to identify: -Arrest and offense dates -Description of the offense (further clarification) -Victims' injuries and/or losses -Co-defendants -Condition of defendant (e.g., intoxicated, injured, emotionally unstable) -Attitude of defendant (e.g., belligerent, assaultive, argumentative, cooperative) -Pictures (note degree of injury)	

3.10 (39) Review Coroner's Report in DA File.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides additional case details not typically available from other sources	*Knowledge of how to obtain Report *Familiarity with Report format and content (AS)		*Key information to identify: -Cause of death -Time of death -Condition of victim -Injuries inflicted	

3.11 (39) Review Crime Lab Report in DA File.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides additional case details not typically available from other sources	*Knowledge of how to obtain Report *Familiarity with Report format and content (AS) *Familiarity with levels of intoxication given weight of individual and blood alcohol levels		*Key information to identify: -Details regarding evidence -In drug case, note kind, quantity, and worth of drug -Blood alcohol level	

3.12 (39) Review copy of complaint and information or grand jury indictment in DA file.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.Identifies exactly what the person has been convicted of (i.e., code sections, enhancements) .Identifies additional charges that may have been dismissed by jury or negotiated plea. .May help identify victim.	*Knowledge of how to obtain *Familiarity with format and content of complaint and grand jury indictment (AS) .Knowledge of and ability to reference relevant sections of code.	.Annotated codes	.Key information to obtain: -Level of crime (felony, misdemeanor or infraction) -Original charge vs. amended charge. -Pled/proven prior convictions -Overt acts involved in conspiracy -Degree (1st, 2nd) of offense -Weapons, force and fear allegations -Reason for DA action	

3.13 (39) Review DA's notes in file.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides information for plea that is not typically available from other sources	*Knowledge of how to obtain notes (AS) *Knowledge of process by which pleas are negotiated and entered (AS)	.DA .Supervisor	*Note reasons for plea -Insufficient evidence - "Weak case" - "Weak" testimony from witnesses - Hostile or absent witnesses - Negotiated plea	

3.14 (39) Review medical and psychiatric reports.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides additional detailed information on the physical and psychological condition of the adult or juvenile	*Knowledge of how to obtain reports *Knowledge of major classifications of mental disorders and the primary symptoms and prognosis for each or ability to look up in DSM III .Ability to use PDR	*Physicians Desk Reference *DSM III (Diagnostic and Statistical Manual, American Psychiatric Association) .Psychologist or psychiatrist who wrote evaluation .Supervisor .Dictionary	*Key information to identify: -Diagnosis and recommendation for treatment -Medication prescribed or recommended -Prognosis	

3.15 (39) Review court order.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Court order sets forth the legal requirements/demands with respect to the conditions of probation. It is the foundation on which case plan must be built.	*Knowledge of how to obtain order (AS) *Knowledge of format and contents of court order (AS) *Knowledge of format and contents of Court Referral Form (AS)	*Court Referral Form (AS)	*Compare court order with Court Referral Form and identify discrepancies. For example: - File numbers - Hearing dates - Names - Pled vs. alleged charges - Conditions of probation *Resolve discrepancies -Check DA file -Check court clerk file -check court responder transcript -go with court order--not transcript -if necessary, write memo to court	

3.16 (48) Review probation file for adult/juvenile that is or was on probation.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides Information on prior record. .Provides information on adjustment to supervision that may be predictive of future adjustment if placed on probation .Valuable input to recommendation regarding disposition and if put on probation, conditions of probation	*Knowledge of how to obtain file (AS) *Knowledge of elements of Probation Report (AS) *Ability to locate, read, and interpret relevant Code sections and Judicial Rules	*Annotated Codes and Judicial Rules	*Adjustment summaries are particularly valuable sources of information *Information contained in Probation Report that should be identified and reviewed: -Prior court reports (good source of information and format for writing current court reports) -Adult or juvenile's previous statement in prior case -Social history (family, school, medical information) -Previous recommendations -Probation Report may contain school, employment, medical and mental health records which can be used in building current case; saves valuable time	

3.17 (40) Review CII/FBI Rap Sheets.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides information on prior arrest record of adult or juvenile in other California counties or other states	*Ability to read Rap Sheets by using abbreviations key *Ability to read foreign (i.e., out-of-state) codes *Knowledge of how to obtain Rap Sheets *Ability to locate, read, and interpret relevant sections of Codes	*Abbreviations key to Rap Sheets	*Send for CII and FBI Rap Sheets immediately upon receiving referral *Be sure to obtain <u>current</u> CII and FBI Rap Sheets *Key information to identify: -Where and when arrested -By whom -Charge -Disposition of case	

3.18 (40) Review Department of Motor Vehicles Printout.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides information on adult or juvenile's record of violations of the Vehicle Code .Used to demonstrate pattern or history of behavior re: use/abuse of automobile .Suspended license may affect ability to work, pay restitution, etc.	*Knowledge of how to obtain printout *Knowledge of format and content of DMV printout *Ability to read DMV printout using codes on reverse side *Ability to locate, read, and interpret relevant sections of the Vehicle Code	*Annotated Vehicle Code *Abbreviations key on reverse side of printout	.Information to look for -Substance or alcohol abuse (DUIs) -Vehicle code citations and arrests, particularly number, date, reason (seriousness) disposition, compliance/non-compliance with court order. -Failures to appear or pay fines which indicate possible existence of warrants for arrest. -Possible phony DOB, addresses (honesty check) -Absence of the above .Outstanding warrants Indicate poor probation candidate. .Citations out-of-area Indicate whereabouts	

4.0 MAKING RECOMMENDATIONS FOR DISPOSITION OF CASES

4.1 (60,61,62,65,66,147) Making disposition recommendations for juvenile offenders

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Since the Probation Officer's recommendation is highly regarded by most courts, this decision is likely to have a significant effect on the welfare of the community and the juvenile .Future well-being and stability of minor and family, school adjustment, prevention of child abuse, etc. .Ensures that the court has relevant and accurate information for decision-making .Legal liability if this is not done thoroughly and accurately	*Knowledge of and ability to use the relevant codes (particularly Welfare and Institutions Code), Juvenile Court Rules, and County Summary Sheet *Knowledge of the following concepts and ability to apply to the facts of a given case: -Enhancements -Time of confinement ranges -Aggravating/mitigating circumstances *Terminology that differs from that used with adults including: -Allegation -Petition -Minor -Status offender -Dependent -Finding -Disposition *Knowledge of case from previous investigation	*Annotated codes (particularly WI) *Juvenile court rules (AS) *County summary sheet (AS) *Case notes and records *Department policy manual and statements *Prior contacts in placement facilities	Key considerations in developing a recommendation *Is the juvenile a danger to the community? *Can he/she benefit/succeed under probation? *How serious are the crimes? *What is the likelihood of recidivism? *What is the likely reaction of the community? *What degree of stability is indicated by the education/employment record of the juvenile? *What are the positive and negative effects of the family on the juvenile? Is home placement appropriate? *How well can the family control his/her behavior?	1. Gather information on case 2. Identify sustained allegations and additional pled/proven allegations (enhancements) 3. Determine time of confinement range(s) for the offense(s) from appropriate code or county summary sheet 4. Develop disposition recommendation and rationale (see rules and concepts for key considerations) 5. Contact recommended placement facility, describe case, and get agreement to take juvenile or adult (AS) 6. Prepare disposition report for Juvenile Court

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
	*Knowledge of disposition alternatives locally available and the benefits/drawbacks/legal requirements associated with each -Ward of Court (WI725b) -Probation without wardship (WI725a) -Dismissal (653, 782 W&I) -Informal supervision (WI654) *Knowledge of wardship "escalating alternatives" and the justification required for recommending each: -Home, relative, foster home -Private institution -Juvenile Hall -Ranch or camp -California Youth Authority -Jail *Knowledge of department policies and procedures regarding this recommendation (AS) *Writing skills (see 4.12, prerequisites)		*What are the juvenile's school behavior and achievement patterns? *How has he/she behaved in the community? Considerations in recommending conditions of probation: *Given the nature of the offense (i.e., person, property, or substance abuse), what conditions of probation will: -Protect the community -Rehabilitate the offender Major factors used to justify different placements: -Age -Offense -Prior record -Mental, physical, emotional condition -Family situation -Type of treatment/supervision needed -Resources available -"Best interests of individual"	

4.1 (60,61,62,65,66,147) CONTINUED

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
	.Information organizing skills -Background data -Schedules, appointments, dictation deadlines -Information to be presented in court .Ability to simultaneously consider multiple variables in decision-making -Must be able to sort through case facts and identify critical information/factors .Ability to logically justify (verbally or in writing) a complex decision -Internally consistent argument -Complications in applying determinate sentencing criteria -Intricies of offense and background data .Knowledge of the philosophy and objectives of juvenile correctional programs particularly as defined by the law and department policy .Dictation skills (see 4.12, Prerequisites)		.Previous disposition reports may provide good model for style and substance of disposition report .In writing disposition report: See guidelines under Task 4.12, rules and concepts.	

4.2 (55,56,57) Determine eligibility for probation and make sentence recommendations

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Provides parameters within which recommendation to the Court must be made *Since the Probation Officer's recommendation is highly regarded by most courts, this decision is likely to have a significant effect on the welfare of the community and the adult offender	*Knowledge of and ability to use relevant codes, Determinate Sentencing Manual, Judicial Council Rules, and County Summary Sheet *Knowledge of the following concepts and ability to apply to facts of case: -Enhancements -Sentence ranges -Consecutive and concurrent sentences -Aggravating/mitigating circumstances .Decision-making ability	*Penal Code *Vehicle Code *Business and Professions Code *Determinate Sentencing Manual (AS) *Judicial Council Rules *County Summary Sheet *Case notes and records *Department policy manuals and statements for sentencing/probation recommendations *District Attorney policy and preferences for sentencing/probation recommendations	.Factors to be considered include: -Department and Court Policy -Community sentiment -Prior record, present offense, present attitude, victim .Case conference can be helpful .Clear with supervisor	1. Gather information on case 2. Identify sustained charge(s) and additional pled/proven charges (enhancements) 3. Determine sentence range(s) for offense(s) from Code and Determinate Sentencing Manual 4. Determine whether sentences can/must be served consecutively or concurrently 5. Identify whether eligible for probation 6. If not eligible for probation, make recommendations to the Court 7. If eligible, go to Task 4.12

4.3 (61,146) Make sentencing/conditions of probation recommendation for a probation-eligible adult

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Since the Probation Officer's recommendation is highly regarded by most courts, this decision will have a significant effect on the welfare of the community and the adult offender. .Conditions of probation may set tone for any rehabilitation efforts .Court would have little or no access to this information without PO's recommendation and report	*Knowledge of case *Knowledge of range of alternative dispositions locally available -Prison or jail (no probation) -Straight fine (mandated by law and department policy) -Court probation with jail, fine, or neither -Supervised probation with the same options -Other county-specific options *Knowledge of and ability to locate information in codes and apply to given case *Knowledge of Departmental Policies and Preferences *Knowledge of benefits and drawbacks of the alternative dispositions	*Case records and notes *Department policy manual *Codes and Determinate Sentencing Manual .Judicial Council Rules .Information from psychiatrist and other rehabilitation agencies	Primary considerations: 1) Is the offense a felony or misdemeanor? 2) Is the offender dangerous to the community? 3) If felony and high danger, then recommend jail or prison with no probation 4) If misdemeanor and high danger, recommend probation in addition to jail time because other alternatives may not provide any protection. 5) If neither #3 or #4 are true, move to secondary considerations Secondary considerations: 1) Can offender benefit/succeed (i.e., meet the conditions of probation? 2) How serious are the crimes? .Recommendations should flow logically from the data gathered.	1. Determine parameters for alternative dispositions defined by law and/or department policy 2. Consider facts of this particular case in light of these parameters 3. Make recommendation regarding case disposition including sentence and/or conditions of probation 4. Prepare pre-sentence or pre-plea report (if requested) to Municipal or Superior Court

4.3 (61,146) CONTINUED

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
	.Organizing skills -Background data -Schedules, appointments, dictation deadlines -Information to be presented in court. .Ability to simultaneously consider multiple variables in decision-making -Must be able to sort through case facts and identify critical information/factors .Ability to logically justify a complex decision -Internally consistent argument -Complications in applying determinate sentencing criteria -Intricacies of offense and background data .Knowledge of the philosophy and objectives of correctional programs particularly as defined by law and department policy .Dictation skills -Operate machine		3) What is the likelihood of recidivism? 4) What is the likely reaction of community? 5) What level of stability is indicated by the offender's education and/or employment record? Consideration in recommending conditions of probation: .Given the nature of the offense (i.e., person, property, or substance abuse), what conditions of probation will: -Protect the community -Rehabilitate the offender .Previous probation reports prepared by POs in your agency can provide good models for recommendations on conditions of probation and also for writing the probation report itself	

4.3 (61,146) CONTINUED

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
	-Outline/organize before dictating -Clear enunciation Writing skills -Grammar -Ability to write concisely -Ability to summarize large body of information -Ability to organize facts and conclusions in logical sequence -Ability to discriminate facts from personal opinions -Proofreading skill		*In writing report: -Be concise, including only what is important -Organize content in a logical sequence -Have someone proof-read for content and style errors -Present balanced blend of facts and personal opinion -If report is handwritten, use capital lettering-block print *In preparing a pre-plea report: -Note that this is a full probation report on the assumption of guilt -Be conservative (easier to lighten than tighten)	

5.0 ESTABLISHING SUPERVISING RELATIONSHIP WITH NEW PROBATIONER

5.1 (67, 68) Prepare for initial meeting with new probationer

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*This initial meeting is required by the law and the court order *Failure to review the probationer's file may get the relationship off to a poor start and/or requirements of the court order will not be met *If Probation Officer does not review the file and plan the interview, he/she is not likely to have information needed to establish case goals/plan	*Ability to identify information in probation report and court order necessary to establishing a case plan and goals .Interviewing skills .Note-taking skills	*Probationer's file *Court order *Form letters for contacting probationers (AS)	.Methods for contacting probationers: -Telephone -Mail (AS form letter) -Through the court (court may have set interview date at the time of trial) .Office is best place for initial interview: -Supports authority of PO -Reinforces legality and formality of relationship -Fewer distractions -Paperwork is accessible -Reinforces probationer's accountability -Better control of interview .Home of probationer is second choice -Allows PO to assess home/neighborhood	1. Contact probationer about to be released from custody to set up initial interview appointment 2. Review probationer's file (refer to task 2.0 and 3.0 for rules and concepts) 3. Plan interview to fulfill legal requirements, establish relationship with probationer, and gather additional information needed to develop case goals and plans

5.2 (70, 71, 73, 74) Conduct initial interview with probationer (and family if required)

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*By law, the probationer must understand the conditions of probation *Inadequate or invalid assessments at this point could result in an inappropriate case plan/goals that could: -Place the community and/or the probationer in danger -Fail to meet the needs of the probationer thus undermining the rehabilitation objective .Sets tone for future contacts with probationer	*Interviewing skills -Ability to ask questions that assess probationer's understanding of conditions of probation and test results -Ability to put the probationer at ease -Listening skills *Knowledge of court order format and typical contents and the ability to accurately explain the conditions in simple terms *Knowledge of procedures for getting probationer started in commonly used maintenance/treatment programs -What programs are available -Location -How to get there -Who to talk to -How to verify that probationer is in the program	*Interview guide prepared by PO prior to interview *Probationer's file *Court order *Interpretation guides for psychological tests *Lists of commonly used maintenance/treatment programs	*Explaining conditions of probation: -Express conditions in simple terms -Ask specific questions to assess degree of understanding -Obtain probationer's signature indicating understanding *Search and seizure: -The probationer must understand that he can be subjected to search and seizure at any time *Usual conditions of a court order in a drug case include -Testing -Search and seizure -Treatment order *In interpreting tests, it is important to know who administered and interpreted the test and who hired them to do so. Opinions written by psychologists or psychiatrists hired by the defense counsel may be quite different than those hired by the DA	1. Explain purpose of the interview 2. Review terms and conditions of probation with probationer and his/her family 3. Ensure that probationer and family understand the conditions of probation 4. Interpret psychological, psychiatric, achievement, intelligence, aptitude, or interest test data for probationer 5. Interview new probationer to assess his/her needs 6. Interview new probationer to assess risk he/she poses to the community and take notes 7. Answer questions the probationer or his/her family may have about probation or criminal justice process

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
	*Test interpretation -Understanding of the strengths and limitations of psychological test results -Ability to accurately portray the meaning and implications of various test scores *General psychological knowledge -Mental disorders, primary symptoms, common treatment -Programs, prognosis *Knowledge of substance abuse programs: -Personality patterns of abusers -Symptoms of abuse -Treatment programs -Prognosis *Ability to relate observed symptoms to categories of psychological or substance abuse problems		*In assessing risk during the interview, observe and record in notes: -Behavior suggesting anger, aggressiveness, paranoia, lack of remorse, rapid shifts of affect, general mood -Plans for the future -Living arrangements -Decisions made -Financial condition -Family relations and stability -Medication -History of being a victim -Degree of participation in interview	8. For court ordered conditions that are to begin immediately (e.g., treatment for drug or sex offenders) explain exactly what the probationer is to do next

5.2 (70,71,73,74) CONTINUED

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
	Ability to use county-specific risk assessment form			

5.3 (78,79,80,163) Develop supervision plan and goals

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Supervision plan provides framework/schedule for assuring that conditions of probation are fulfilled *Adequate management of case load requires a need/risk based plan for each probationer .Provides basis for rehabilitation/resocialization of probationer	*Ability to translate conditions of probation as ordered by court into an appropriate supervision plan and case goals *Knowledge of the county's case management system and guidelines *Ability to use the National Institute of Corrections (NIC) risk and need assessment system *County classification policy given score on NIC system (where used)	*Contacts in outside agencies *NIC risk and need assessment system (even if not formally used by the county, this system provides a good model to follow) .Case file	*Compliance with conditions of probation is the primary reason for developing a supervision plan *State law does not specify frequency of contact except in out-of-home placement cases (see WI Code) *Basis for decision on frequency of contact must be recorded in field notes and/or case file .Case plans must be: -Behaviorially specific -Realistic -Acceptable to probationer and PO whenever possible	1. Consult with outside agencies to which the probationer has been previously referred to get their input (e.g., development of a treatment plan) 2. Decide on frequency of contact needed during supervision based on assessed risks and needs 3. Set goals for treatment and/or probationer's conduct under supervision

- 5.4 (86) Where case involves a non-resident individual, verify residence, and complete paperwork requesting transfer of the case to county of residence

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.Assures supervision/treatment of probationer, protection of community, and fulfillment of conditions of probation. .Proper court jurisdiction maintained .Efficient delivery of probation services requires supervision in county of residence .Mandated by law	*Knowledge of the specific process for requesting transfer of a non-resident case (AS) -Forms -Agreement between counties -Written instructions -Court report -Sequence of events		*Be aware that there are time constraints	1. Verify residence by: -Visiting house -Sending registered letter 2. Determine that residence is out of the county via statement from probationer, mother or father, rent receipt 3. Complete request for transfer form 4. Gather necessary papers and send to county of residence 5. Receive materials back from county of residence 6. Set case on court calendars 7. Complete court report 8. Wait for court order transfer

6.0 SETTING UP COLLECTION OF RESTITUTION, FINES, AND OTHER PAYMENTS

6.1 (87,88,89,90,91,93) Setting up collection of restitution, fines, and other payments

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Restitution/fine may be specified by the law and the court order .PO subject to disciplinary action if conditions of probation are not met as result of negligence.	*Knowledge of case *Knowledge of special considerations involved in interviewing victims (see Task 3.0 investigation) *Knowledge of legal definition and parameters of -Restitution -Restitution fines -Restitution fund *Ability to classify case situations in terms of disposition of monies as specified in statutory law *Knowledge of C.O.R.I. and ability to recognize what information can be divulged to who *Victim's statement from investigation (see Task 3.0)	*Annotated codes *C.O.R.I.	*Points to consider in evaluating restitution claims by victims: -Do they match the DA report, police report? -Are the claims accurate, realistic? -Is there any evidence of "double dipping"? -Is the victim's claim associated with the convicted offense? -Was restitution ordered by the court? *Items considered as losses for restitution purposes: -Medical costs -Lost wages -Lost profits -Repair/replacement costs	1. Interview victim to detail losses and/or injuries 2. Obtain written claims, including receipts or estimates to substantiate the claim 3. Identify secondary victims (e.g., banks, insurance companies) and obtain claim and substantiation 4. Evaluate restitution claims submitted by victims 5. Make recommendation on the amount of restitution due victims 6. Interview probationer to determine ability to pay 7. Set up payment schedule for restitution, fines, and other payments

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
			"In assessing probationer's ability to pay, prepare (and verify) a financial statement including: -Monthly income -Assets -Liabilities "In setting up payment schedule, be sure that all payments will be completed by the end of the probationary period	

7.0 MONITORING COMPLIANCE OF ADULT/JUVENILE WITH TERMS OF PROBATION
(OR WARDSHIP/DEPENDENCY)

7.1 (94, 96, 104) Conduct interviews with probationer to assess compliance and progress

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Personal contact with probationer may be required by the conditions of probation *Provides unique information that can only be obtained through a personal visit (e.g., evidence of continuing substance abuse, changes in attitudes or behavior) .Reinforces probationary status and need to meet conditions of probation. .Assures ongoing accountability of probationer .Legal liability for negligence in supervision.	*Ability to recognize signs of danger when making field visits (see rules and concepts column) *Knowledge of county policy regarding when PO should be accompanied by Police officers *Laws of search and seizure (See P.C. 832 Firearms and Arrest) *Interviewing skills *Case-load management skills *Note-taking skills *Knowledge of characteristics and problem signs in the following types of cases: -Physically addicting drugs (e.g., heroin) -Other drugs (e.g., PCP, cocaine, marijuana)	.Community/agency resources .Co-workers .Supervisor	*In deciding on step #1, consider the following: -Department policy regarding field visits -What is the purpose of the interview (e.g., surveillance, testing) -Nature of the case (assess risk) -Gender of PO/probationer -Time of day (case law requires that it be a reasonable time) -Need for assistance (always in high risk-intensive supervision cases) -Area *When making a field visit, -Always inform the office of where you are going, who you will be visiting, and when you expect to return -Assess "lay of the land" upon arrival: motorcycles, noise, party, dogs, evidence of alcohol consumption, odors (e.g., ether)	1. Determine where and when to interview probationer 2. Determine purpose of interview 3. Interview probationer, gathering information that will allow comparison of behavior with court order and case goals 4. Record date, place, time and substance of interview in field notes and/or case file

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
	-Alcohol abuse cases -Burglary or theft cases -Gang case -One-time criminal, "crime of passion" -Child abuse *Ability to take a urine sample following specified procedures *Able to demonstrate knowledge of relationships between signs and classes of drug use, both from verbal description and behavior observation *Knowledge of what drugs are currently being used in the community (may make symptoms easier to spot) .Ability to manage time, organize work to meet standards for contact and paperwork, keep track of case goals, plans, and time frames .Ability to use basic counseling, problem-solving and referral techniques.		-Be aware of your own stereotypes and prejudices -Don't park in front of house for search or arrest -When accompanied by police officers, establish leadership role *Recognize the value of visiting and observing probationer in a variety of settings (e.g., home, school, work, neighborhood). Provides a more complete picture of the needs, problems, and/or progress of the probationer .Visiting the probationer at work may cause problems for him/her with employer	

7.2 (95) Interview parents, relatives, school officials, employers, and/or others in probation officer's office or over the phone to check on probationer's conduct and compliance with terms and conditions of probation

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Each of these contacts represents an additional source of information on the probationer's compliance and progress *Each of these contacts can help reinforce the importance of compliance and progress, i.e., they can help the probationer move in a positive direction	*Knowledge of case, and particularly, the roles these contacts play in the probationer's life (positive or negative) .Knowledge of C.O.R.I.	*Case Records and notes	*If possible, parents should be treated as partners rather than adversaries *Clearly explain the case plans/goals and their rationale to the parent or other contact *Establish the nature of your role and theirs in the case	

7.3 (157,158,159,160,161,162,167,168,169,170,235) Managing the caseload

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Given the heavy caseloads that most POs carry, planning and prioritizing of the work are essential to meeting the objectives of monitoring compliance and rehabilitation *Failure to match the pattern of supervision with assessments of need and risk may place the community and/or probationer in danger and subvert the case goals	*Familiarity with the case management approach or system used by your agency *Ability to prioritize work in terms of urgency and legal mandates.	*Department policy and procedures manual (AS) *Support staff	*Identify important areas of job assignment and establish community contacts who can be reached quickly and easily for information or other assistance *Identify work that can and cannot be delegated to support staff *Set up system for keeping track of deadlines, monitoring probationers, etc. *Set up system for accessing needed forms, manuals, etc. *Set priorities and limits for the work (e.g., time on phone with individual probationer)	

7.4 (101,102,105,107,111) Gather and review reports on the compliance and progress of the probationer

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
. If payments on restitution or fines are not completed during probation period, the probation officer may be personally liable if found negligent . Agency may lose funding if WI contact requirements are not met . Without these reports, information needed to monitor conditions of probation set by the court may not be available . May result in legal liability if PO does not know current status of case.	. Knowledge of how to obtain department payment reports . Knowledge of how to obtain and read police citations and bookings . Interviewing skills . Knowledge of state law (codes) and county/ court policy regarding non-compliance . Must understand court orders, particularly with respect to fines and restitution . Knowledge of code requirements and county/ court policy regarding frequency and degree of contact . Note-taking skills . Work organization skills	. System for tracking incoming report forms . Department reports on payments made . Police citations, bookings . Contacts with police, persons in referral sources or placement agencies	. Items to check in reports submitted by probationer - changes in place of residence, school, work - omissions in the report - discrepancies from other known facts (e.g., police reports) - discrepancies from plan for paying restitution, fines or other . When contacting outside sources (e.g., placement agencies, referrals), determine whether you need a written report or whether an oral report will suffice . Compare the reports of the referral source to the reports of the probationer; this may provide good data for evaluating the effectiveness of the referral	1. Review report forms submitted by probationer 2. Review department reports to monitor payment of fines, restitution, or other 3. Review citations issued by police and/or bookings in jail or juvenile hall for violations of probation and/or new offenses 4. Call or correspond with staff and/or administrators of placement agencies

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
			• In contacting staff of placement agencies, be sure to follow the minimum contact requirements specified by the WI code • Placement agencies should be regarded as the means by which you conduct supervision of the probationer • Take careful notes of all conversations and contacts - either during or immediately after	

7.5 (53,108,109) Evaluate extent of compliance and progress and determine appropriate response

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
Different responses to probationer behaviors are necessary because: - required by law in cases of probation violation or new law violation - required in some cases to protect community and/or probationer - positive behavior and progress should be reinforced - where reduced frequency of contact is possible given behavior, more attention can be given to cases with higher risk and/or need	. Thorough knowledge of the case . Knowledge of the legal requirements based on the court order and also those specified by codes . Ability to use NIC assessment system . Ability to apply basic psychological principles to the facts and circumstances of a given case; for example: - reinforcement - punishment - goal-setting - needs and values - self-concept - environmental effects	. All case records, reports, notes . NIC assessment system or similar county-specific system . School, employer records . Local and state booking and arrest records . Supervisor . Co-workers	. Re-assessments of the case should be a part of the original case plan and undertaken at given intervals in addition to re-assessments prompted by current behavior . In making decision to modify conditions of probation and/or the frequency of contact, check the court order; it may not be possible to make a change . Assure that goals and plans have been actively pursued.	1. Gather all information together 2. Compare case plan and goals to current status 3. Using NIC model, re-assess need and/or risk (if not NIC, use risk-need assessment model of county) 4. Consider possible modifications in plan (in light of the original court order) 5. Select appropriate response(s): - modify goals, plan, schedule - reinforce goals, plans, behavior - arrest probationer who violates law or conditions of probation (see task 7.52) - request warrant on missing probationer (see task 7.52) or file petition - recommend early termination or convert to court (unsupervised) probation

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
				- initiate court process when probationer violates the law (see task 7.52) or conditions of probation

7.6 (53,112,113,114,153,154,155) Respond to probationers who violate the law or conditions of probation

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
- Legal obligation to report new violations of the law or probation - Failure to do so may pose a risk to the community - Improper handling of process may undermine the case against the probationer - Legal liability for negligence.	- Knowledge of the court order and relevant code - Knowledge of arrest procedures (PC832 course) - Knowledge of transportation policies for arrestees - Knowledge of the content and format requirements for violation of probation report - Familiarity with affidavits and petitions for warrants - Know where to send a warrant once obtained - Knowledge of the options available (i.e., informal handling, arrest) - Knowledge of time frames for filing (AS)	- Court order - Annotated codes - Transportation policy statements - Violation of probation report form, affidavit form, petition forms (AS)	- Be certain that the violation is in fact a violation - check your facts with the court order or the relevant code - Have careful, thorough documentation on the violation, e.g., the violation and the circumstances leading to and surrounding the violation - In requesting a warrant on a missing probationer: - try tracing techniques first - evidence of reasonable cause spelled out in a petition or affidavit indicating violation and need for warrant - In responding to a law violation by the probationer:	

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
			- undertake similar steps and considerations as in tasks 1.0 and 2.0 (e.g., assess sufficiency of evidence, risk) - know the process and response options in your county	

7.7 (115,116,117,118) Responding to probationer requests to leave county

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
• Probationer with sound reason for leaving county may not be allowed to go, thus potentially undermining his/her progress • Probationer with high risk or need is not subject to supervision and may endanger the community or him/herself if allowed to leave • May be important to the probationer's success on probation	• Familiarity with forms used to make transfers • Knowledge of PCI203 and 1300 W&I, 750 W&I et seq. and ability to apply to given cases • Understanding of the definition, parameters, and applications of: - courtesy supervision - interstate compact supervision • Thorough understanding of the individual case	• Case records, notes, etc. • School personnel employer, etc.	• For temporary leave: - ask where, when, why, and with whom - consider: --degree to which case plan will be interrupted --specificity of court order regarding leave --reason (verify if possible) --nature of the offense and its relationship to where the probationer is going and with whom going --time of day/week of request (e.g., assigned PO out to lunch, late Friday afternoon) • For permanent leave within state consider: -does the reason outweigh the potential costs of extradition? -to what extent have the terms and conditions of probation been met to date?	

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
			-do extradition laws or policies apply in this case? -nature and seriousness of offense -is courtesy supervision a possibility? -does request meet legal requirements? -transfer of jurisdiction within state (PC 1203.9) -transfer of wardship within state (750-755 W&I) - For out-of-state leave, request Interstate Compact supervision (PC 1203 for adults; 1300 W&I for juveniles) - Obtain opinion from law enforcement officials, including DA where appropriate.	

7.8 (150,152,153,154,157,163,164) Write reports on changes/progress in probation

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
- Failure to write a supplemental update report every six months for a juvenile placement will result in funding being cut off - Legal mandate to write case reports	- Familiarity with the format and content of - Writing skills - Organizational skills	- Case file - Report forms - System that reminds when supplemental report on juveniles are due	- Supplemental report updating court on progress of probationer: - must contain all information necessary for court to determine if its order is being met - should be concise in covering major points of the court order (usually half page with attachments from referrals or placements as needed) - Termination report - every condition of probation must be met or set aside. - check records carefully (DMV, CII, accounting, local police) - verify all information	- Write supplemental report updating court on progress of the probationer (AS) - Write report for supplemental action (AS) - Write termination report (AS) - Write or dictate case review upon termination

8.0 MAKING REFERRALS TO PROVIDERS OF
MEDICAL, MENTAL HEALTH, SOCIAL
SERVICE, EDUCATION, EMPLOYMENT
AND OTHER SERVICES.

8.1 (119)

Making Referrals to Providers of Medical, Mental Health, Social Service, Education, Employment and Other Service
 Refer probationer/client for professional evaluation (for example, medical, psychological, alcohol or drug evaluation) as requested by the Court.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
*Legal requirement *Medical/Physical danger prevented or halted *Aid in rehabilitation of probationer .PO may be legally liable if negligent	*Knowledge of the case - financial status of probationer - type of problem *Knowledge of community resources, specifically for evaluation. - facilities in local area --hospitals, medical clinics --alcohol/drug ctrs. --psychological clinics - Know specifics about the local facilities - Location - Costs - Whether they do evaluations - What type cases do they handle - availability - Knowledge of referral process - Knowledge of Release of Information form - Interviewing skills	*Community Resources Manual *Release of Information Form	*To determine time limit - determine immediate vs. long range need - signs of depression --lethargic, despondent --no future orientation --give away belongings -medical problems -suicide threats -need for Detox. *Look for type and severity of problem to determine which facility *Look at financial ability to pay for evaluation *Find out if person can get to facility -car -bus -cab -friend	1. Review Probation File 2. Read Ct. Order 3. Find Probation Financial Status re: Pymt. for Evaluation 4. Learn probation mobility, i.e., ability to get to eval. facility 5. Determine severity of problem 6. Match probation needs with facilities available 7. Set time limit 8. Get Release of Info. form signed 9. Send referral info. on probationer if appropriate (AS) 10. Make referral

8.2 (120, 121, 123)

- identify treatment, educational, employment, or other program (for example, alcohol, drug or counseling treatment program) which will meet the needs of a probationer/client, his/her family, or others.
- Contact treatment, educational, training, or employment program, or other community agency, describe probationer's/client's needs, and get their commitment to work with the probationer/client.
- Refer probationer/client to appropriate program or agency

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
• Rehabilitation of probationer • Assure that no serious physical harm comes to probationer or others • Most of the direct work toward client change will be done by these outside sources. For this to occur, however, the PO must be an effective "services broker"	• knowledge of community resources • what type of facilities are in local area --residential --outpatient --private --public --adult vs. juvenile • what facilities treat --alcohol --drug --vocational --educational --family counseling --child counseling - availability - costs - location - reputation/credibility • knowledge of probationer's needs - type of problem - severity of problem - financial status - age - mobility - level of sophistication - home situation • knowledge of procedure for contacting agencies • knowledge of procedure for making referrals • ability to communicate prob. needs to outside service	• Community Resource Manual (AS) • Other PO's - for reputation/credibility - which techniques best used to contact which facility - who to speak with at partic. facilities • Directory of other agencies	• To verify credibility of program - ask peers - call agency itself	1. Read probation file 2. Match probation needs with appropriate program 3. Contact program 4. Describe probation needs 5. Get agencies commitment 6. Make referral

8.3(124) Refer members of probationer's/client's family, victim(s), or others to counseling and/or other appropriate program or agency.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
•Rehabilitative to probationer •Rehabilitative/valuable to family, victims or others	•knowledge of community resources - what type of facilities are in local area --residential/out-patient --juvenile/adult --public/private - what facilities treat alcohol -alcohol -drug -vocational -educational -family counseling/individual child prog. - availability - location - costs - reputation/credibility - policy re: types of clients •Interviewing Skills •Sensitivity to family for victims	Community Resource Manual (AS)	What to look for: •Severity of problem - signs of depression - medical problem - suicide threats - need for Detox. •Financial Status - insurance - income - extra cash monthly •Mobility - driver's license - car - bus route - cab/cab fare - friend/family - schedule •Level of Sophistication - history, prior record - past behavior - respectfulness - middle class values - fearfulness - remorsefulness - ashamed - embarrassment - depression •Home Situation - Danger to any members of family - supervision level - type of family situation (e.g., dysfunctional, supportive, violent, degree of supervision/control of minor)	1. Meet with family/victim 2. Determine f/v needs -what type of problem -what severity -financial status -age -mobility -level of sophistication -home situation 3. Match needs with appropriate program 4. Contact agency 5. Get agencies commitment to help 6. Get commitment from family/victim 7. Make referral

8.4(125) Follow up to verify that probationer or other individual received service

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.Legal Requirement .Assessment of Agency providing service .Assessment of problem progress	.Knowledge of Release of Information Form .Knowledge of procedure used to contact agency .Knowledge of procedure used to verify service received	.Release of Information Form	.Some programs may be more confidential than other programs -medical programs .If problem getting verification information -PD can go into agency with problem to verify -Probationer can get release form signed at agency -PD can get a Court order send report to Court send copy of report to agency can use only in extreme cases -PD can assure information can be obtained by referral.	1. Get Release of Information form signed 2. Make Referral 3. Contact Agency - call 4. Verify that the probationer received service

8.5 (125) Follow up to evaluate the success of referral.

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.To determine probationer progress .To determine the program/agency's credibility and whether to continue use of agency as referral	.Knowledge of what the program/agency claims to do - what service is promised .Knowledge of problem prior to treatment/ service .Knowledge of conditions of probation	.Agency personnel .Co-workers .Probationer's family	.Checking to see if service promised is service being delivered -talk to probationer -talk to other POs -visit site of agency -talk with agency employees	1. Contact probationer 2. Determine if change has taken place in probationer 3. Check to see if service promised is service being delivered 4. Check to see if there is a good match with probationer and agency 5. Check to see if anything within the limit conflicts with conditions of probation 6. Evaluate by comparing achievements against goals.

9.0 INFORMING, ASSISTING, ADVISING, AND COUNSELING

9.1 (128, 129, 130, 131) Notify outside persons or agencies of probationers' intentions and/or behavior that may be of interest

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
- As an officer of the court, you have a responsibility to notify authorities of new law violations and provide assistance where possible in police investigations - Violations of C.O.R.I. may result in personal liability for the PO and the Department - Failure to notify object of threat may result in personal liability for the PO and the Department. - By assisting and working with other agencies, you increase the chance that they will cooperate with you when you need assistance or information	- Current knowledge of probationer's intentions and/or behavior - Knowledge of and ability to apply C.O.R.I. in making information release decisions - Knowledge of conditions under which person who is the object of a probationer's threat should be notified (refer to cases under 9.12) - Knowledge of evidence procedure (AS)	- C.O.R.I. - Contacts in the police department - Contacts in referrals and/or placement agencies - Department policy and procedures manual	- Things to do to help police investigate a case: - If they call, respond - be aware of bulletins, wanted posters - take license number in a suspicious situation and report to police - When to inform police of a new violation by a probationer: - new criminal offense - when you judge the offense to be serious - when signs of danger are present, call supervisor and police	

9.2 (139, 140) Intervene in violent, interpersonal situations

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
Mishandling of such cases can result in serious injury or death to the PO, probationer, and others involved	- Crisis intervention skills - Ability to use elementary restraint techniques - Knowledge of arrest procedures (PC832) - Knowledge of statutory and case law on reasonable force, deadly force - Ability to use physical restraints (e.g., handcuffs, shackles, chain) - Ability to use anger/hostility/assaultive behavior management techniques such as: -defusing -diverting -listening -separating parties - Knowledge of how to get help if needed (AS) - Ability to recognize volatile situations before they get out of hand	- Physical restraints - Other probation officers, police officers	- Rules to follow in dangerous situations: - don't take sides - assess degree of danger (do you need help?) - separate and isolate - do not get between - act quickly, quietly, professionally - don't turn your back on the person - disarm everyone involved - prevent person from hurting himself - Preventive measures: - set terms, conditions, and turf of situation (e.g., your office) - watch for situations that place you at a disadvantage (e.g., other person much bigger/stronger, has family/friends who may help out)	

9.2 (139,140) CONTINUED

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
			- watch for signs of danger (e.g., weapons present) - Set aside gender expectations - women are not necessarily weaker or less aggressive/violent than men - Do not aggravate situations by: - personal verbal attack - counseling where inappropriate - being indecisive - reacting to verbal abuse	

9.3 (126) Respond to questions from probationer/client in person or over the telephone

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.PO's ability to answer questions may prevent probationer from violating conditions of probation, provide probationer with information needed to make progress toward case goals .Clear communications are necessary to build relationship with probationer and facilitate his/her commitment to goals. .Misunderstanding may prompt variety of negative responses (e.g., hostility, threat of or actual suicide, commitment of new offense.)	.Knowledge of the law and county policy relevant to the case .Thorough knowledge of the case .Interviewing skills .Interpersonal skills (e.g., assertiveness)	.Annotated codes .Court order .Lists of community resources .Departmental policy manual	.When answering questions: -give honest, "straight out" answers -watch for ulterior motives and hidden agendas -if you don't know, say so -if you know who may have the answer, refer the probationer; encourage him/her initiate where appropriate .Typical questions relate to: -out-of-county or state requests -jobs -possession of a firearm -placement -reason for meeting with PO	

9.3 (126) CONTINUED

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
			- ability to change to a new PO, speak with a supervisor - Questions/statements suggesting hidden agendas: - questions regarding when PO will visit - "by the way" leads at the end of the interview - question about PO's ability to obtain police record - inability to go to the bathroom for test today - "I have a friend who"	

9.4 (127) Respond to calls and/or correspondence requesting information about probationer/client or from individuals who want to discuss the probationer/client

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
- Probation officer is personally liable if confidential information is released illegally - Legal liability for department - Calls/letters may reveal vital information about probationer (e.g., may aid in arrest of probationer on a new charge) - Necessary to maintain good relations with the community	- Knowledge of C.O.R.I. and ability to recognize what can be said or divulged to whom - Knowledge of department policy regarding information release - Ability to elicit as well as give information - Awareness of relevant case law. For example: -Johnson v. State of California (duty to disclose) -Tarasoff v. Regents of the University of Southern California (warning to victim) -Thompson v. Alameda County (knowledge of behavior and dangerousness)	- C.O.R.I. - Department policy and procedures manual - Case law	- Confidentiality issues to consider: - does request relate to confidential records or information? - who is making the request (most commonly police departments)? know your caller - know department policy regarding information release - When in doubt admit the legitimacy of the caller's request, ask for a number and call back to check	

9.5 (132,133,134,135) Counsel or assist the individual probationer and/or members of his/her family

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
• Counseling or assistance provided by the PO may be essential to helping the probationer meet case goals (e.g., find a job) • May help avoid further law violation or violation of probation by counseling and/or crisis intervention • May avoid need to change placement	• Knowledge of good referral sources for common problems (e.g., job, financial) • Knowledge of and ability to apply basic counseling/helping principles • Knowledge of and ability to use crisis intervention techniques	• Contacts at referral sources (e.g., Marriage and Family Counseling Center, Suicide Prevention Center) • Resource manual for referrals	• General principles for doing individual counseling - recognize time constraints and priorities across case load - be aware of your own level of competency and refer if necessary • Basic principles of job counseling: - identify job-related skills, abilities, and interests indicated by education/employment history - identify range and availability of appropriate jobs and assess probationer's interest - refer to job placement agency, program or help probationer make contact with potential employer	1. Identify nature and seriousness of the problem 2. Determine your ability to counsel or assist in this situation 3. Where necessary, refer to someone who is competent to handle the problem

9.6 (136,190) Provide family counseling (primarily for juveniles)

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
. Since the family is one of the probationer's (particularly juveniles) primary environments, it can have an important effect, positive or negative, on his/her ability to comply with conditions of probation and meet case goals; Family Counseling may be necessary to improve this environment . If PO is not properly trained and skilled, he/she may be civilly liable for improper/inadequate counseling . Provides the PO with insight into family situations	. Knowledge of case . Knowledge of referral sources for Marriage and Family Counseling . Knowledge of signs/symptoms that indicate need for Family Counseling	. Contacts at Marriage and Family Counseling Center . Supervisor . Co-workers		1. Based on observation of probationer and the family, recognize situations in which Marriage and Family Counseling would be helpful 2. Refer to appropriate agency or source

10.0 COURT-RELATED DUTIES

10.1 (171,172,173,175,176,182) Fulfill court-related duties

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
PO is a sworn officer of the court and has a duty and obligation to carry out its orders within the scope of his/her job and qualifications Poor performance will undermine Court's confidence in PO and Department Court reports submitted late may result in poor court decision on a case Contempt of court, criminal, and civil liabilities for PO and Department may result from poor performance	- Knowledge of court policies and procedures - Knowledge of the roles and motives of participants - Ability to recognize confidential information quickly - Knowledge of department policy regarding when you are required to appear and when it is your choice - Knowledge of court demeanor and dress expectations/rules	- Written court-specific policies - C.O.R.I. - Case records and file - Supervisor - Co-workers	- Rules of thumb: - contact the person who calls you to court before going; find out why you have been called - review source materials in advance - take only required materials to court - answer questions specifically without saying too much (yes or no is best) - be prepared to say "I don't know" - don't get angry or intimidated - recognize confidential information before divulging	- Review case file prior to appearing in court at case hearing - Appear in court and answer questions about case - Testify at hearing or in court as a witness

11.0 ESTABLISHING AND MAINTAINING RELATIONSHIPS
WITH REFERRAL AND PLACEMENT RESOURCES

11.1 (192, 193) Visit placement facilities and community-based organizations

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.Legal mandate to do so .Provides for the monitoring of personnel, plant, and programs with respect to standards .Failure to do so may result in poor service to probationers, various kinds of abuse, case goals not being met, new violations by probationer. .Establishes rapport and trust between Department and agency which benefits everyone concerned. .Misuse of funds where agency is not meeting needs	. Elementary knowledge of licensing standards for placement facilities . Interviewing skills . Interpersonal skills .Knowledge of placement/AFDC laws and procedures	. Contacts at the facility or organization . Other probation officers . Probationers previously placed in facility or referred to an organization . Case file	. Things to look for and do during placement facility or organization visit: - compare program described with program observed - check out physical plant --does it meet licensing standards? --state of cleanliness, repair --sleeping accommodations (e.g., cramped?) --type of lockup room - talk with juveniles in the facility - identify problems with fighting, runaways, race, and/or pregnancy at the facility - inadequate explanations for changes in program, personnel, etc. - Proximity to Department	1. Review written information on program if available 2. Talk with other POs who have made placements in the facility and probationers who were placed there 3. Determine staff capabilities (e.g., qualifications, experience, night staff, staff/child ratio) 4. Determine accuracy of communications reviewed from facility staff 5. Determine motive for operation (e.g., profit) and/or funding source 6. Check for pending lawsuits against facility or organization 7. Visit facility 8. Record observations and recommendations (particularly reasons for not using) 9. Evaluate degree to which facility is meeting needs of individual minors

11.2 (196) Contact Welfare Department, schools, law enforcement and other agencies to develop or maintain continuing working relationship

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
A two-way cooperative relationship with agency personnel can be extremely helpful when information or assistance is needed; these contacts can make the PO's work considerably easier or considerably more difficult (e.g., lack of cooperation, refusal to assist or provide/exchange data, unprofessional criticism of each other to probationer or other agencies)	- Interpersonal skills - Knowledge of C.O.R.I.	List of agencies, phone numbers, key contacts	- Probationers or other probation officers can be helpful in identifying good contact persons in different agencies - Remember that this is two-way relationship; be prepared to provide help to the contact - Ask questions about the agencies/institutions' mission, philosophy, "political" problems, and needs. - Spend time nurturing these relationships. For example: -coffee, lunch -reasonable expectations -learn about their situation -reinforce positive aspects of the program	

12.0 MISCELLANEOUS

12.1 (189) Respond to general questions from citizens - in person, over the telephone, or in writing

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.Opportunity to establish a positive relationship with the public, positive image of the Department and the profession. .Opportunity to clarify roles, mission, misunderstandings .Probation Departments are tax-supported and thus need the support of the public .Mandate to serve the public .Information obtained can be a valuable input in planning/implementing probation programs	. Interpersonal skills . Knowledge of law and department policy (as needed for PO job - not as needed to answer any legal question from the general public) . Knowledge of good referral sources for the types of questions shown in the rules and concepts columns - police - youth services - welfare - protective services - mental health . Knowledge of criminal justice system and process	. Resource lists . Annotated codes and department policy manuals	. Types of questions typically asked: - law - department policy e.g. what if, how does...) - neighborhood problems - request for speakers - family problems, runaways .Be polite, identify problem, refer to appropriate person, follow-up if necessary	

12.2 (224,226) Transport individuals (for example, from detention site to court, hospitals, airports, referral programs)

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
. If mishandled, may result in: - escape - danger to detainer, staff, citizens - civil liability for negligence	. Knowledge of department transportation policy (e.g., emergencies) . Knowledge of when and how to use restraints - handcuffs - shackles - belt or chain . Knowledge of policy re: use of force . Knowledge of quickest routes, parking facilities at destination . Knowledge of PC 832 training content	. Department policy manual . Supervisor, co-workers	. Determine reason for transport: - arrest/custody - appointment (e.g., doctor) - to a new placement - to other transportation (e.g., airport) - ride (e.g., home after school visit by PO) - to court . Depending on reason for transport, consider appropriate level of security, need for search, need for backup, gender of PO/probationer . Safety comes first; PO is not a police officer; entry-level PO may be too eager . Never take side-trips-- take direct route to and from destination. . Make sure transport vehicle has gas and is operable.	

12.2 (224,226) CONTINUED

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
			.Search vehicle for contraband .Make sure transportee is properly restrained before leaving .Never let transportee out of your sight .Determine <u>who</u> should transport. Sometimes sheriff or security service is advisable	

12.3 (225) Travel other than transporting individuals

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
. If policy is not followed, a variety of problems arise: -Charges of making inappropriate financial claims -loss of financial reimbursement -call before safety committee following an accident -personal liability . Disciplinary action against PO may result from inappropriate travel	. Knowledge of department policy and procedures on travel other than for transport purposes	. Department policy manual	. Drive defensively . Use common sense safety rules . Keep all receipts and records of trips . Try to combine trips when possible to save expenses	

- 12.4 (227,228) Consult or share information with co-workers or supervisor (e.g., discuss recommended dispositions, treatment plans, appropriate referrals)

VALUE	PREREQUISITES	AIDS & RESOURCES	RULES & CONCEPTS	STEPS
.Without consultation, POs may duplicate efforts in companion cases (e.g., duplicate letters/inquiries to victims/witnesses) .POs may work at cross-purposes (e.g., give families contradictory messages, give court dissimilar recommendations on similar cases) .Access to good information re probationers, programs, etc. .Build professional relations or conversely, weaken them .Learn new ideas, methods, strategies, through the experience of others. .Vital source of emotional support for the PO	.Willingness to take time and knowledge of consequences for failure to communicate .Willingness to admit mistakes and ask for help		.Communication is particularly important in cases where different POs are handling co-defendants	